

8th Grade Mathematics I

The fundamental purpose of 8th Grade Mathematics I is to formalize and extend the mathematics that students learned through the end of seventh grade. Content in this course is grouped into six critical areas, or units. The units of study deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. 8th Grade Mathematics I includes an exploration of the role of rigid motions in congruence and similarity. The Pythagorean theorem is introduced, and students examine volume relationships of cones, cylinders, and spheres. 8th Grade Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

This course differs from Mathematics I in that it contains content from 8th grade. While coherence is retained, in that it logically builds from Accelerated 7th Grade, the additional content when compared to the high school course demands a faster pace for instruction and learning.

Critical Area 1: Work with quantities and rates, including simple linear expressions and equations forms the foundation for this unit. Students use units to represent problems algebraically and graphically, and to guide the solution of problems. Student experience with quantity provides a foundation for the study of expressions, equations, and functions.

Critical Area 2: Building on earlier work with linear relationships, students learn function notation and language for describing characteristics of functions, including the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. They work with functions given by graphs and tables, keeping in mind that depending upon the context, these representations are likely to be approximate and incomplete. Their work includes functions that can be described or approximated by formulas as well as those that cannot. When functions describe relationships between quantities arising from a context, students reason with the units in which those quantities are measured. Students build on and informally extend their understanding of integral exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Critical Area 3: This unit builds on earlier experiences by asking students to analyze and explain the process of solving an equation and to justify the process used in solving a system of equations. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations. Students explore systems of equations and inequalities, and they find and interpret their solutions.

Critical Area 4: This unit builds upon prior students' prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

Critical Area 5: In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.

Critical Area 6: Building on their work with the Pythagorean Theorem to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines.

Units	Includes Standard Clusters*	Mathematical Practice Standards
Unit 1 Relationships Between Quantities	<ul style="list-style-type: none"> Reason quantitatively and use units to solve problems. Interpret the structure of expressions. Create equations that describe numbers or relationships. 	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.
Unit 2 Linear and Exponential Relationships	<ul style="list-style-type: none"> Represent and solve equations and inequalities graphically. Define, evaluate, and compare functions. Understand the concept of a function and use function notation. Use functions to model relationships between quantities. Interpret functions that arise in applications in terms of a context. Analyze functions using different representations. Build a function that models a relationship between two quantities. Build new functions from existing functions. Construct and compare linear, quadratic, and exponential models and solve problems. Interpret expressions for functions in terms of the situation they model. 	
Unit 3[†] Reasoning with Equations	<ul style="list-style-type: none"> Understand solving equations as a process of reasoning and explain the reasoning. Solve equations and inequalities in one variable. Analyze and solve linear equations and pairs of simultaneous linear equations. Solve systems of equations. 	
Unit 4 Descriptive Statistics	<ul style="list-style-type: none"> Summarize, represent, and interpret data on a single count or measurement variable. Investigate patterns of association in bivariate data. Summarize, represent, and interpret data on two categorical and quantitative variables. Interpret linear models. 	
Unit 5 Congruence, Proof, and Constructions	<ul style="list-style-type: none"> Experiment with transformations in the plane. Understand congruence in terms of rigid motions. Make geometric constructions. Understand and apply the Pythagorean theorem. 	
Unit 6 Connecting Algebra and Geometry through Coordinates	<ul style="list-style-type: none"> Use coordinates to prove simple geometric theorems algebraically. 	

*In some cases clusters appear in more than one unit within a course or in more than one course. Instructional notes will indicate how these standards grow over time. In some cases only certain standards within a cluster are included in a unit.

[†]Note that solving equations and systems of equations follows a study of functions in this course. To examine equations before functions, this unit could be merged with Unit 1.

Unit 1: Relationships Between Quantities

Work with quantities and rates, including simple linear expressions and equations forms the foundation for this unit. Students use units to represent problems algebraically and graphically, and to guide the solution of problems. Student experience with quantity provides a foundation for the study of expressions, equations, and functions.

Unit 1: Relationships between Quantities	
Clusters with Instructional Notes	Common Core State Standards
<ul style="list-style-type: none"> Reason quantitatively and use units to solve problems. <p><i>Working with quantities and the relationships between them provides grounding for work with expressions, equations, and functions.</i></p>	<p>N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>N.Q.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<ul style="list-style-type: none"> Interpret the structure of expressions. <p><i>Limit to linear expressions and to exponential expressions with integer exponents.</i></p>	<p>A.SSE.1 Interpret expressions that represent a quantity in terms of its context.*</p> <ol style="list-style-type: none"> Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i>
<ul style="list-style-type: none"> Create equations that describe numbers or relationships. <p><i>Limit A.CED.1 and A.CED.2 to linear and exponential equations, and, in the case of exponential equations, limit to situations requiring evaluation of exponential functions at integer inputs. Limit A.CED.3 to linear equations and inequalities. Limit A.CED.4 to formulas which are linear in the variables of interest.</i></p>	<p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i></p> <p>A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> <p>A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i></p>

Unit 2: Linear and Exponential Functions

Building on earlier work with linear relationships, students learn function notation and language for describing characteristics of functions, including the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. They work with functions given by graphs and tables, keeping in mind that depending upon the context, these representations are likely to be approximate and incomplete. Their work includes functions that can be described or approximated by formulas as well as those that cannot. When functions describe relationships between quantities arising from a context, students reason with the units in which those quantities are measured. Students build on and informally extend their understanding of integral exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Unit 2: Linear and Exponential Functions	
Clusters with Instructional Notes	Common Core State Standards
<ul style="list-style-type: none"> Represent and solve equations and inequalities graphically. <p><i>For A.REI.10 focus on linear and exponential equations and be able to adapt and apply that learning to other types of equations in future courses. For A.REI.11, focus on cases where $f(x)$ and $g(x)$ are linear or exponential.</i></p>	<p>A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>A.REI.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*</p> <p>A.REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</p>
<ul style="list-style-type: none"> Define, evaluate, and compare functions. <p><i>While this content is likely subsumed by F.IF.1-3 and F.IF.7a, it could be used for scaffolding instruction to the more sophisticated content found there.</i></p>	<p>8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p> <p>8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i></p> <p>8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i></p>
<ul style="list-style-type: none"> Understand the concept of a function and use function notation. <p><i>Students should experience a variety of types of situations modeled by functions. Detailed analysis of any particular class of function at this stage is not advised. Students should apply these concepts throughout their future mathematics courses.</i></p> <p><i>Constrain examples to linear functions and exponential functions having integral domains. In F.IF.3, draw connection to F.BF.2, which requires students to write arithmetic and geometric sequences.</i></p>	<p>F.IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>F.IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> <p>F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i></p>

Unit 2: Linear and Exponential Functions	
Clusters with Instructional Notes	Common Core State Standards
<ul style="list-style-type: none"> Use functions to model relationships between quantities. <p><i>While this content is likely subsumed by F.IF.4 and F.BF.1a, it could be used for scaffolding instruction to the more sophisticated content found there.</i></p>	<p>8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p> <p>8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p>
<ul style="list-style-type: none"> Interpret functions that arise in applications in terms of a context. <p><i>For F.IF.4 and 5, focus on linear and exponential functions. For F.IF.6, focus on linear functions and exponential functions whose domain is a subset of the integers. Mathematics II and III will address other types of functions.</i></p> <p><i>N.RN.1 and N.RN.2 will need to be referenced here before discussing exponential functions with continuous domains.</i></p>	<p>F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i></p> <p>F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*</i></p> <p>F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*</p>
<ul style="list-style-type: none"> Analyze functions using different representations. <p><i>For F.IF.7a, 7e, and 9 focus on linear and exponential functions. Include comparisons of two functions presented algebraically. For example, compare the growth of two linear functions, or two exponential functions such as $y = 3^n$ and $y = 100 \times 2^n$.</i></p>	<p>F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</p> <ul style="list-style-type: none"> a. Graph linear and quadratic functions and show intercepts, maxima, and minima. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. <p>F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i></p>
<ul style="list-style-type: none"> Build a function that models a relationship between two quantities. <p><i>Limit F.BF.1a, 1b, and 2 to linear and exponential functions. In F.BF.2, connect arithmetic sequences to linear functions and connect geometric sequences to exponential functions in F.BF.2.</i></p>	<p>F.BF.1 Write a function that describes a relationship between two quantities.*</p> <ul style="list-style-type: none"> a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i> <p>F.BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*</p>

Unit 2: Linear and Exponential Functions	
Clusters with Instructional Notes	Common Core State Standards
<ul style="list-style-type: none"> Build new functions from existing functions. <p><i>Focus on vertical translations of graphs of linear and exponential functions. Relate the vertical translation of a linear function to its y-intercept.</i></p> <p><i>While applying other transformations to a linear graph is appropriate at this level, it may be difficult for students to identify or distinguish between the effects of the other transformations included in this standard.</i></p>	<p>F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></p>
<ul style="list-style-type: none"> Construct and compare linear, quadratic, and exponential models and solve problems. <p><i>For F.LE.3, limit to comparisons to those between exponential and linear models.</i></p>	<p>F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <ol style="list-style-type: none"> Prove that linear functions grow by equal differences over equal intervals; and that exponential functions grow by equal factors over equal intervals. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. <p>F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p>F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p>
<ul style="list-style-type: none"> Interpret expressions for functions in terms of the situation they model. <p><i>Limit exponential, with exponential functions to those of the form $f(x) = b^x + k$.</i></p>	<p>F.LE.5 Interpret the parameters in a linear or exponential function in terms of a context.</p>

Unit 3: Reasoning with Equations

This unit builds on earlier experiences by asking students to analyze and explain the process of solving an equation and to justify the process used in solving a system of equations. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations. Students explore systems of equations and inequalities, and they find and interpret their solutions.

Unit 3: Reasoning with Equations	
Clusters with Instructional Notes	Common Core State Standards
<ul style="list-style-type: none"> Understand solving equations as a process of reasoning and explain the reasoning. <p><i>Students should focus on and master A.REI.1 for linear equations and be able to extend and apply their reasoning to other types of equations in future courses. Students will solve exponential equations in Mathematics III.</i></p>	A.REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
<ul style="list-style-type: none"> Solve equations and inequalities in one variable. <p><i>Extend earlier work with solving linear equations to solving linear inequalities in one variable and to solving literal equations that are linear in the variable being solved for. Include simple exponential equations that rely only on application of the laws of exponents, such as $5^x = 125$ or $2^x = 1/16$.</i></p>	A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
<ul style="list-style-type: none"> Analyze and solve linear equations and pairs of simultaneous linear equations. <p><i>While this content is likely subsumed by A.REI.3, 5, and 6, it could be used for scaffolding instruction to the more sophisticated content found there.</i></p>	<p>8.EE.8 Analyze and solve pairs of simultaneous linear equations.</p> <ol style="list-style-type: none"> Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</i> Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i>
<ul style="list-style-type: none"> Solve systems of equations. <p><i>Include cases where two equations describe the same line (yielding infinitely many solutions) and cases where two equations describe parallel lines (yielding no solution).</i></p>	<p>A.REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p>A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p>

Unit 4: Descriptive Statistics

Students use regression techniques to describe relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

Unit 4: Descriptive Statistics	
Clusters with Instructional Notes	Common Core State Standards
<ul style="list-style-type: none"> Summarize, represent, and interpret data on a single count or measurement variable. <p><i>In grades 6 – 7, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</i></p>	<p>S.ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).</p> <p>S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>S.ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).</p>
<ul style="list-style-type: none"> Investigate patterns of association in bivariate data. <p><i>While this content is likely subsumed by S.ID.6-9, it could be used for scaffolding instruction to the more sophisticated content found there.</i></p>	<p>8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p> <p>8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p> <p>8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></p> <p>8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></p>
<ul style="list-style-type: none"> Summarize, represent, and interpret data on two categorical and quantitative variables. <p><i>Students take a more sophisticated look at using a linear function to model the relationship between two numerical variables. In addition to fitting a line to data, students assess how well the model fits by analyzing residuals.</i></p> <p><i>S.ID.6b should be focused on situations for which linear models are appropriate.</i></p>	<p>S.ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.</p> <p>S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <ol style="list-style-type: none"> Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.</i> Informally assess the fit of a function by plotting and analyzing residuals. Fit a linear function for a scatter plot that suggests a linear association.

Unit 4: Descriptive Statistics	
Clusters with Instructional Notes	Common Core State Standards
<ul style="list-style-type: none"> Interpret linear models. <p><i>Build on students' work with linear relationship and introduce the correlation coefficient. The focus here is on the computation and interpretation of the correlation coefficient as a measure how well the data fit the relationship. The important distinction between a statistical relationship and a cause-and-effect relationship arises in S.ID.9.</i></p>	<p>S.ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p> <p>S.ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.</p> <p>S.ID.9 Distinguish between correlation and causation.</p>

Unit 5: Congruence, Proof, and Constructions

In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.

Unit 5: Congruence, Proof, and Constructions	
Clusters with Instructional Notes	Common Core State Standards
<ul style="list-style-type: none"> Experiment with transformations in the plane. <p><i>Build on student experience with rigid motions from earlier grades. Point out the basis of rigid motions in geometric concepts, e.g., translations move points a specified distance along a line parallel to a specified line; rotations move objects along a circular arc with a specified center through a specified angle.</i></p>	<p>G.CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p> <p>G.CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).</p> <p>G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p> <p>G.CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>G.CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</p>
<ul style="list-style-type: none"> Understand congruence in terms of rigid motions. <p><i>Rigid motions are at the foundation of the definition of congruence. Students reason from the basic properties of rigid motions (that they preserve distance and angle), which are assumed without proof. Rigid motions and their assumed properties can be used to establish the usual triangle congruence criteria, which can then be used to prove other theorems.</i></p>	<p>G.CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.</p> <p>G.CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.</p> <p>G.CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.</p>
<ul style="list-style-type: none"> Make geometric constructions. <p><i>Build on prior student experience with simple constructions. Emphasize the ability to formalize and defend how these constructions result in the desired objects.</i></p> <p><i>Some of these constructions are closely related to previous standards and can be introduced in conjunction with them.</i></p>	<p>G.CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). <i>Copying a segment; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</i></p> <p>G.CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p>
<ul style="list-style-type: none"> Understand and apply the Pythagorean theorem. <p><i>Discuss applications of the Pythagorean theorem and its connections to radicals, rational exponents, and irrational numbers.</i></p>	<p>8.G.6 Explain a proof of the Pythagorean theorem and its converse.</p> <p>8.G.7 Apply the Pythagorean theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p>8.G.8 Apply the Pythagorean theorem to find the distance between two points in a coordinate system.</p>

Unit 6: Connecting Algebra and Geometry Through Coordinates

Building on their work with the Pythagorean Theorem to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines.

Unit 6: Connecting Algebra and Geometry Through Coordinates	
Clusters with Instructional Notes	Common Core State Standards
<ul style="list-style-type: none"> Use coordinates to prove simple geometric theorems algebraically. <p><i>Reasoning with triangles in this unit is limited to right triangles; e.g., derive the equation for a line through two points using similar right triangles.</i></p> <p><i>Relate work on parallel lines in G.GPE.5 to work on A.REI.5 in Mathematics I involving systems of equations having no solution or infinitely many solutions.</i></p> <p><i>G.GPE.7 provides practice with the distance formula and its connection with the Pythagorean theorem.</i></p>	<p>G.GPE.4 Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</p> <p>G.GPE.5 Prove the slope criteria for parallel and perpendicular lines; use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).</p> <p>G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*</p>